Prof. Ad. I.

Massachusetts General Hospital
School of Nursing
1961 - 1963

MASSACHUSETTS GENERAL HOSPITAL

SCHOOL OF NURSING

Boston, Massachusetts

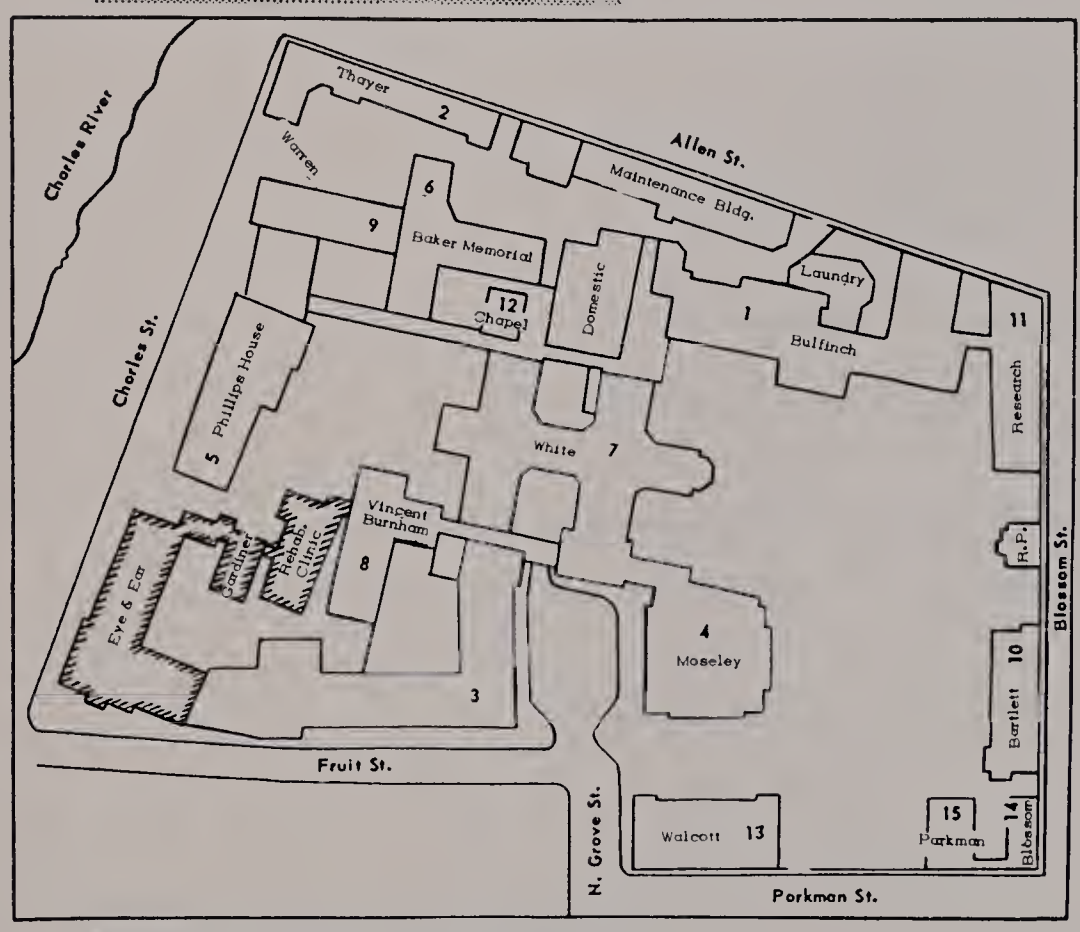
1961-1963

A Model of the

Massachusetts General Hospital

Massachusetts General

Hospital



1. BULFINCH BUILDING
2. THAYER HOUSE
3. THE CLINICS
4. MOSELEY BUILDING
5. PHILLIPS HOUSE
6. BAKER MEMORIAL
7. GEORGE ROBERT WHITE BUILDING
8. VINCENT-BURNHAM
9. WARREN BUILDING
10. BARTLETT HALL
11. RESEARCH BUILDING
12. THE CHAPEL
13. WALCOTT HOUSE
14. 30 BLOSSOM STREET
15. PARKMAN STREET (17-19-21)

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FOREWORD

SCHOOLS of nursing vary as to opportunity. Every young woman who considers entering a school of nursing should learn the essentials of a good school; otherwise she may find after spending three years in the school and being graduated from it, that the curriculum failed to provide the theory and practice necessary for the adequate preparation of the nurse of today. The inadequately prepared nurse will find many avenues of advancement closed to her. A prospective applicant should select a nursing school that is approved by the State Board of Nurse Examiners of the state where the school is located. In every state, graduation from an approved school is a necessary requisite for state registration. Only registered nurses may become members of the American Nurses Association, the Nurse Corps of Government Nursing Services, and the Red Cross Nursing Service.

The three year program in nursing is now only one of the several types of educational opportunities open to young women interested in an education for nursing. Nurses are prepared in hospital schools of nursing which grant a diploma, in two year community or junior colleges which grant the associate degree, and in colleges or universities where the bachelor's degree is given. In choosing which of the three types of schools will best meet the individual's needs, consideration should be given to the value of a broad general education, to the length and cost of the program and to the applicant's ultimate goal.

The good school provides adequate clinical experience, employs well prepared teachers, possesses well equipped class rooms, provides good working conditions, and has an adequate and well balanced curriculum. It also provides good living conditions, reasonable hours of work, suitable facilities for recreation, makes every effort to maintain the health of the students, and takes good care of them when they are ill. All accredited schools prepare their graduates adequately for the practice of surgical, medical, obstetric, pediatric, and psychiatric nursing. These schools also teach the principles of public health nursing and the fundamentals of the nursing care of patients with communicable diseases. The last decade has brought a new emphasis on the

importance of the maintenance of health and prevention of illness. The nurse has a very important role as a teacher of health; therefore, the good school of nursing incorporates the social and health aspects of nursing throughout the entire curriculum and the principles, practices, and techniques of health teaching into certain specific courses.

The location of a school of nursing has much to do with the educational and cultural opportunities available to student nurses. The prestige of the school and the standing and accomplishments of the alumnae are matters of importance. A survey of the fields in which the graduates of a school are employed, an estimate of their standard of work, and a review of the importance of the positions which they hold are among the measuring rods by which the success of a school may be judged.

The study of nursing brings further opportunities for education to the high school graduate, at a relatively small expense to the student. This is possible because the student, as she learns, assists with the hospital care of the patient, and so defrays the cost of her instruction and maintenance.

As a profession, nursing is still fluid; new trends are constantly developing enlarged horizons and fields of service. The woman who has aptitude and broad professional preparation for her work in nursing will find satisfactions seldom found in other careers for women.

Even when nursing is not followed as a career, the nurse finds her education an excellent preparation for the administration of a home and the upbringing of children, as well as citizenship in community life. Her knowledge of life, of health, and of the prevention of disease should prepare her to make a valuable contribution to the welfare of her community.

The Massachusetts General Hospital

Purpose of the Hospital. The Hospital achieves in many ways its major purposes: the care of the sick, the prevention of disease, the promotion of health, the rehabilitation of the handicapped, research into the cause and treatment of disease, and the teaching of future doctors, nurses and other professional workers in the health field. The fundamental philosophy still places the needs of the patient first. Stimulation and high interest also prevail in this hospital where even today history is being made. The educational climate in such an institution fosters the learning interests of all its students. In such an atmosphere the opporunities for student nurses to achieve desirable attitudes and standards are unlimited.

Early History of the Hospital. The School of Nursing is an integral part of the Massachusetts General Hospital. This Hospital, the third oldest voluntary nonprofit hospital in the United States and the oldest in New England, received its charter of incorporation in 1811. The cornerstone of the original building was laid July 4, 1818. This building is of Chelmsford granite and was designed by Charles Bulfinch. The interior has been modernized to meet the present-day demands of the one hundred and eighteen patients housed within its walls; but great care has been taken to preserve the general lines of the building, the beautiful halls, and the lovely doorways. The Bulfinch Building stands with Faneuil Hall and the State House as fine examples of the work of that great architect of the eighteenth century. The Hospital will observe its 150th anniversary in 1961. It has expanded from a single building to nearly 20 buildings, 12 of which surround the original Bulfinch Building. With few exceptions all have been extensively remodeled or recently erected. Since the admission of the first patient in 1821, the doors of this Hospital have remained open to the public day and night. Throughout its long and notable history, the Hospital has maintained its place among the leading hospitals of the world. Members of the medical and administrative personnel have made contributions to the improvement of the care of the sick which are of far-reaching significance.

A Few Pioneering Achievements in Medical Science at the Massachusetts General Hospital

Through the years the Massachusetts General Hospital has pioneered in Medical and Health fields. Three notable firsts present themselves: the first public demonstration of ether as an anesthetic was performed in 1846 in the Ether Dome of the Bulfinch Building. Twenty-seven years later in 1873 the Hospital opened the third School of Nursing in the United States. In 1905 the Hospital inaugurated the first Medical Social Service Department in a hospital. New frontiers in Medicine are constantly being explored within the Hospital. As a result, noteworthy contributions have been made over the years through the combined efforts of the members of the Hospital staff working together toward the advancement of medicine in many fields; for example, in arthritis, cancer, brain surgery and heart surgery.

Present-Day Service.

Today, as in former years, this great Hospital with a professional staff composed of experts in the different branches of medicine, and with laboratories directed by men who are authorities in their own fields, is continually contributing to the welfare of humanity. In addition to medicine and nursing, educational programs are carried on within the Hospital for many categories of workers in the health field. A few of the twenty formal programs offered are courses for Medical Social Workers, Medical Record Librarians, Students in Pastoral Care, Dietetic Interns, Medical Illustrators, Medical Technicians, Laboratory Technicians, Occupational Therapists, Physical Therapists and X-ray Technicians. Approximately 1,000 students are enrolled in the various programs in the Hospital.

The Hospital cares for adults and children acutely ill with general medical and surgical diseases. A small unit is provided for patients ill with communicable diseases. The Hospital bed capacity is 930. The average number of patients admitted within a year is over 25,000. Each day an average 746 patients' visits are made to the clinics, and a daily average of 95 patients are seen in the Emergency Ward.

The Hospital has expanded from a single building to include many buildings. Each building is designed and equipped for its particular

function. The Clinics Building opened in 1903 has 44 clinics for general and specialty clinics for ambulatory patients, operated jointly with the Massachusetts Eye and Ear Infirmary. In 1917 the Phillips House was opened as a private pavilion.

The Baker Memorial of the Massachusetts General Hospital, opened in 1930, provides private and semiprivate accommodations for patients with acute diseases and for patients with chronic diseases subject to treatment. By mutual agreement between physicians and the Hospital, professional fees are limited for the benefit of the middle income patient. As an integral part of the Massachusetts General Hospital, the Baker Memorial makes available to its patients all the resources and facilities of a large teaching hospital.

In 1939, the George Robert White Surgical Building was opened. Besides wards and rooms for patients, there are located in this building operating rooms, a central supply room, the x-ray department, surgical laboratories, and the emergency ward.

Through the fusion of the Huntington and the Vincent Memorial Hospitals with the Massachusetts General Hospital in 1942, the tumor and gynecologic services have been greatly strengthened. A new building, housing the Vincent Memorial Hospital for 46 gynecologic patients, and the Burnham Memorial Hospital for children, was opened in November, 1948, increasing the pediatric capacity from 38 to 85.

The psychiatric division of the Massachusetts General Hospital is the McLean Hospital, located in Waverly, twelve miles from Boston. However, a ward and an active out-patient clinic care for patients with mental and emotional needs in the General Hospital.

The Research Building, by its close proximity to the Hospital, makes possible frequent and personal contact between clinicians and basic scientists. It provides a unique opportunity for effective exchange of ideas so essential to rapid progress in the understanding and management of disease processes.

The new Warren Building, dedicated in 1956, establishes a link between the Hospital and the great scientific resources of Harvard University and the Massachusetts Institute of Technology. This building houses the Pathology Department and clinical and research laboratories for Neurology, Neurosurgery, Psychiatry, and Dermatology. In addition, the new building provides private offices for physicians who are members of the Medical Staff.

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The Diploma Program

The School and Its Purpose

It is the purpose of the Massachusetts General Hospital School of Nursing to prepare young women for service in the broad field of nursing. As this program admits primarily students from high school, the level of teaching is adapted to the needs of the high school graduate. The program is designed to lead the student to develop the competence needed as a graduate nurse to give that portion of direct patient care which is the unique function of the professional nurse. The School accepts the responsibility to maintain a program at the level necessary to provide a strong foundation upon which may be built future study and experience necessary to carry more advanced professional functions.

As both the needs of society and the medical care program are constantly changing, the graduates of the School must be prepared to meet the varying health needs of people. Therefore the program of the School must be flexible.

The Student Nurse and Her Needs.

It is to be expected that the program of the School of Nursing will take into consideration the individual needs, both personal and professional, of the applicant selected. To meet these needs the program is planned to provide a high level of instruction in a broad curriculum, a supporting plan for counseling, and opportunity for personal growth through participation in the School activities and those of other community organizations.

Through a carefully planned curriculum, learning experiences are graduated in depth breadth and degree of responsibility involved. It is hoped the freshman student may learn to understand herself, the people for whom she cares, the international community which this Hospital serves, and the community in which she is to live for her three years in the School of Nursing. During the first and second years the student is introduced through a progression of experience to the role of a nurse and the basic knowledge needed in this role.

The third year program, and educational internship, provides opportunity for the student to emerge from a student centered stage, where concentration because of unfamiliarity tends to be more upon

self and upon learning, to the more highly skilled stage where the patient and the family become the primary focus. At this time she intensifies her social and judgmental as well as her basic nursing skills through use in more concentrated patient care.

The Graduate Nurse and Her Opportunities. Upon completion of the diploma or three year program, the new graduate may enter private practice in a home or hospital, work as an institutional staff nurse in general medical or surgical services or one of the specialties, or she may work in the military or non-military governmental services. With sound preparation, through experience, she may progress to the position of head nurse, or she may choose to enter a special field such as industrial or office nursing.

For those interested in additional general and professional education, there is opportunity to matriculate for a Bachelor of Science degree in many universities which allow varying amounts of college credit for the three year undergraduate nursing program. For those who obtain such preparation, or for those graduated from a degree program, there are many opportunities in the various fields of nursing. Administrative positions in hospitals offer challenging opportunities for those with medical science interests and executive ability. Positions in the field of nursing education may be open in either hospital or university schools of nursing for those interested in educational administration or in the teaching of nursing, biological or social sciences. Positions in public health nursing such as visiting nursing, school nursing, or consultant positions in such fields as pediatrics, orthopedics, and mental health, provide unique opportunities for community contacts and family health teaching. For those with an ability to organize, positions in industrial nursing offer a challenging opportunity to participate in educational health and safety programs, as well as to give care to ill and injured employees. For those interested in research, the number of positions is constantly growing both in the medical field and in the profession of nursing itself.

The following objectives will further describe the aim of the School and its program:

1) To prepare a young woman to meet her responsibilities as a nurse in the broad health program of her times, and to make her a valuable member of her community.

2) To provide learning experience which will contribute to nursing knowledge, skills, and to the attitudes which reflect a strong sense of social responsibility.
3) To offer the student assistance in solving her personal problems, and guidance in making necessary adjustments to the study of nursing, including the clinical experience.
4) To help her establish and maintain good standards and practices of healthful living for herself, essential before she can help others toward the same goal.
5) To help her develop through knowledge of the sciences fundamental to her future work, technical skill in the care of surgical, medical, obstetric, pediatric, and psychiatric patients, and skill in dealing with the personal and social factors involved in all human relationships.
6) To enable her to understand the principles of public health nursing, and apply these as part of all nursing planning and care.
7) To provide opportunities for the student nurse to make plans and decisions, and to determine the effectiveness of her own efforts as a process of growth.
8) To prepare the student to understand the team concept, the nurse's role in good interprofessional relationships and their effect on the care of the patient as an individual, a member of the family, and a member of the community.
9) To stimulate young women to explore community resources and needs, so that they may be willing to assume their responsibilities as individuals, citizens and professional nurses.
10) To provide a program which will enable the graduate to practice as a registered nurse in Federal and Red Cross Nursing Services, and to become a member of the professional nursing organizations.
11) To provide a program which will enable and encourage graduates to continue the study of nursing.

History of the School. Early in the nineteenth century, the concept of the education of women was not widely accepted either in England or in America. The idea of education or nurses was unheard of at that time. Florence Nightingale began her reform of nursing in England as a result of her experiences with the care of the wounded

and sick in the Crimean War. In 1860, she established at St. Thomas' Hospital, London, the school which was to provide in its program and methods the basis for the founding of the first three schools of nursing in the United States.

In 1872, the Woman's Education Association of Boston became interested in developing a new occupation for self-supporting women, and set up a committee to foster trained nursing as a desirable occupation which would meet the need for nurses in the community. At that time there were no trained nurses caring for patients either at home or in the hospitals, for there were no training schools for nurses in this country. The committee studied the possibility of establishing a school of nursing in Boston, after one of its members had visited Florence Nightingale for advice.

Subsequently the trustees of the Massachusetts General Hospital consented to let one hospital building be used for the teaching of pupil nurses. The committee engaged a Civil War nurse for a superintendent and two practical nurses for head nurses, enrolled four students, and launched the school on November 1, 1873, under the name of the Boston Training School for Nurses. Almost immediately the committee transferred control and property to a Board of Directors who conducted this school as an independent school for twenty-three years. The management of the school was then transferred to the Trustees of the Massachusetts General Hospital and was named the Massachusetts General Hospital Training School for Nurses. Several members of the Board of Directors of the original school later became members of an advisory committee. As neither the residence nor the practice field of the student nurse was changed, the continuity of the school remained unbroken.

In 1940, the name was again changed to the Massachusetts General Hospital School of Nursing to indicate that the educational aims of the school were in keeping with the modern emphasis on "learning" rather than "training" in nursing education.

In 1945, Radcliffe College and the Massachusetts General Hospital School of Nursing established a coordinated program for the preparation of young women who wish both a broad general education and a professional education in nursing.

Contributions of Alumnae. Graduates of the School have tended to go into almost every state of the Union to work in all phases of nursing. Over the years large numbers have gone into missionary work and other types of foreign service and have served on all continents. At home and abroad, alumnae will be found in hospitals, in staff nursing, teaching, supervising or administering nursing services, or in the various fields of public health nursing. They have been active in military service since the first nurses volunteered during the Spanish-American War.

4,896 nurses have been graduated from the Diploma Program of the school. These graduates have been employed in administration, teaching, public health nursing, private practice, general staff and miscellaneous types of nursing including administration of anesthetics and industrial nursing. Since 1941 many graduates have entered the several branches of the armed services as well as other federal nursing services.

Graduates of the School interested in administration, teaching, or other special fields of nursing, have studied for Baccalaureate and advanced degrees in the field of their choice.

The school takes pride in the fact that its alumnae are interested and active in their professional organizations as well as the organizations of the community in which they live. They have taken the leadership in groups working for improved nursing legislation. They have contributed their share of articles to the national and state nursing journals, and their share of books to the growing supply of nursing literature; and they have served in position of leadership in national organizations, on national publications, in national legislation, and with the various national and international health groups.

Facilities Utilized for Instruction. The opportunities offered by a large general hospital assure a broad and varied clinical experience for student nurses. The Massachusetts General Hospital and other institutions with which the school is allied offer extended and diverse clinical resources for the teaching of nursing. The General Hospital has facilities for instruction in the nursing care of men, women, and children, in medical, surgical and surgical specialties. The Baker Memorial and Phillips House offer comparable facilities for the care of private patients. The Clinics, provide unique opportunities in the care

and rehabilitation of the ambulatory patients. Because of the relationship of this hospital to Harvard Medical School and Massachusetts Institute of Technology and because of the large amount of research conducted within the hospital, all services provide maximum educational opportunities.

Two affiliations are included in the clinical experience for students. All students go to the Boston Lying-In Hospital for a 13 week affiliation in obstetric nursing, and to the McLean Hospital for a 13 week affiliation in psychiatric nursing.

The Massachusetts General Hospital and the affiliating instiutions where the student nurse has her clinical experience are accredited by the joint Commission of Accreditation of Hospitals.

Additional community facilities are used to enrich the educational program of the School of Nursing through scheduled field trips correlated with courses of instruction.

Within the Hospital there are five classrooms and six laboratories of which the school has exclusive use. Two laboratories are equipped for the teaching of sciences, three for the teaching of nursing, and the other for the teaching of nutrition. Some classes are held in the various amphitheatres and clinic rooms at the Hospital. There are also several small rooms where ward teaching conferences are held and where students may study references and special ward records. The nurses' library is in the Moseley Building and is named the Palmer-Davis Library in honor of two alumnae of the School. A professional librarian is in charge of this library which contains over 100 periodicals, a large number of up-to-date pamphlets, over 3163 volumes and 200 or more in an historical collection. Students have full access to the Warren Library, the patient's library of 4,000 volumes. Students also have access to the Treadwell Library which is the Hospital's medical library of 21,990 volumes and 425 periodicals.

Teaching Staff. The teaching staff for the School of Nursing includes a large group of nurses and other professional personnel from the many departments within the Hospital. The teaching personnel are well prepared both academically and professionally. Public health nurses on the staff of the School assist with the integration of social and health concepts of patient care throughout the curriculum.

Physicians share in teaching of the medical aspects of nursing; the majority of these physicians are graduates of Harvard Medical School and have appointments on the medical staff at the Hospital. Allied departments of the Hospital provide qualified instructors for classes in the respective fields of diet therapy, physical therapy, occupational therapy and social service.

Accreditation and Registration The Massachusetts General Hospital School of Nursing is approved by the Approving Authority for Schools of Nursing of the State of Massachusetts. In 1940, the school was surveyed and fully accredited by the National League of Nursing Education. In 1960 it was again surveyed and accreditation was continued by the Accediting Service of the National League for Nursing.

Graduates of the school, who are also graduates of approved high schools, are, as far as our knowledge extends, eligible to take examinations for registration in every state of the Union. If the grades obtained in the Massachusetts State Board Examinations are sufficiently high, the graduates may be registered in other states by endorsement.

Obviously, no person can foretell what new regulations relative to registration may be made in any given state which may render a graduate, from any given school ineligible for examination in states other than the one in which her school is located. The policy of this school, however, is to keep informed of all regulations and to prepare its graduates as far as possible to meet them.

Citizenship. As most states require United States citizenship or intended citizenship for registration, foreign born applicants should have applied for citizenship prior to admission to the School. Those who do not intend to practice nursing in the United States are considered individually.

General Information

Selection and Admission. In the evaluation of school credentials, consideration is given to the requirements of the school attended, the type of course taken, the yearly grades, and the achievement of the applicant as indicated by the cumulative record. Admission is on a competitive basis. Preference is given to the applicant who, in addition to acceptable health and personal qualifications, presents the more advanced educational preparation and shows ability to carry a study program beyond the high school level. The School of Nursing reserves the right to select those applicants who appear, in the judgment of the Faculty, to be best qualified for the program offered in this School.

Age, Civil State, Education. The preferred age is between seventeen and thirty years, although older applicants may be accepted.

The School admits both single and married women who meet the requirements of the School. A student who is under 21 years of age and who wishes to marry after admission, may obtain permission from the Director of the School, provided her parents approve.

Applicants with high school preparation only, must be graduated from approved high schools or present equivalent acceptable preparation. The college or scientific program is preferred. 16 units of study are required:

English, 4 years	4 units
Foreign language, 2 years of the same language	2 units
History, 2 years, or 1 year of history and ½ year of civics	1 ½ or 2 units
Mathematics, 2 years of Algebra or 1 year of Algebra and 1 year of Geometry	2 units
Chemistry, 1 year	1 unit
Biology, 1 year	1 unit
Elective subjects	4 ½ or 4 units
Required total	16 units

Latin or any foreign language credited by the high school will be accepted, but both units must be in the same language. Physics may not be substituted for chemistry nor general science for biology. Clerical practice and bookeeping may not be substituted for mathematics. The

elective subjects, as far as possible, should include history or other social studies, science, mathematics, and foreign language. All courses must satisfy the requirements of the Board of Registration of Nurses in Massachusetts. Preference will be given to those who stand in the upper quarter of their class and whose grades are at least ten points above the passing grade of the school.

Applicants entering from college must satisfy the basic entrance requirements listed for high school graduates, but the requirements may be met by a combination of high school and college courses. Grades received in college should be sufficiently high to indicate the applicant's ability to carry satisfactorily a program of study on the college level.

Application for Admission. The written application should be submitted on the form supplied by the School for that purpose and should be accompanied by a personal letter. A $10.00 fee must accompany each application. This fee is not refundable in the event of rejection or withdrawal.

An acknowledgment is sent immediately upon receipt of the application. Applicants will be asked to take the scholastic aptitude test and certain achievement tests. These are given by the College Entrance Examination Board. Arrangements to take the tests are made by the applicant at her high school. Information about the achievement tests required will be sent to the applicant if previous school records and references appear to be satisfactory.

For those applicants living in the vicinity of the School a physical examination will be done by the School Physician at the time the applicant has her personal interview. For those not in the Boston area, a physical examination blank is sent to be filled out and returned to the School by the family physician.

Written application should precede the personal interview. A letter is sent to each applicant suggesting a time when an interview with the Director or one of her assistants will be possible. The applicant should reply immediately, accepting the appointment, or, if necessary, requesting another time. No appointments are possible for Saturdays, Sundays, or holidays.

One class a year is admitted early in September. High School students are advised to file their applications in the junior year or early in the senior year in order to allow sufficient time for the processing of credentials and for action by the Committee on Admissions.

Time Credit for College. The nursing profession increasingly offers opportunities for the woman who is well educated, who is well prepared, and who possesses the personal qualities and social maturity necessary for a career of public service. College graduates who show aptitude in nursing and who maintain an average of "B" during the first two years may receive up to 8 months time credit. No special science prerequisites are required to qualify for this time credit. Applicants whose college study is not yet complete are encouraged to secure a sound general education, and, in planning for a broad distribution of courses, to include when possible chemistry, biology, psychology, and sociology.

Four months credit of time may be granted to students who have completed two years of study in an approved college and who show aptitude in nursing. To receive this credit of time students must also maintain an average of "B" in practice and theory during the first two years.

Applicants considering the shortened program should realize that laws and rulings of state boards of nurse examiners in some states require a minimum of three years in a nursing school. When registration is desired in such states, courses in one or more special services may be taken after graduation to meet the requirements.

Tuition and Fees. The cost of the course including uniforms and regular fees will be approximately $828.75. Individual items and their costs are as follows:

Application Fee (not refundable)	$ 10.00
Pre-entrance Tests	10.00
Tuition	500.00
Student Activity Fee	15.00
*Books	72.60
Library Fee	15.00
Laboratory Fee (First Year)	10.00
Laboratory Fee (Second Year)	10.00
*Uniforms	105.15
Breakage	10.00
Key Deposit (refundable)	1.00
Junior and Senior Tests	10.00

* The cost of uniforms and books is subject to change as prices vary.
No refunds will be made from tuition or fees after admission.

Graduation Fee	25.00
Health Fee	35.00
	$828.75

These expenses will be divided as listed below:

Before Entrance — $144.75

Application Fee	$ 10.00
Pre-entrance Tests	10.00
Uniforms	74.75
Tuition Deposit	50.00
	$144.75

First Year Students

Payable on Day of Admission — $344.00

Tuition	$200.00
Uniforms	30.40
Books	52.60
Fees	55.00
Tests	5.00
Key Deposit	1.00
	$344.00

Second Year Students

Payable at the beginning of the Second Year — $200.00

Tuition	$150.00
Fees	20.00
Tests	5.00
Books	20.00
Health Fee	5.00
	$200.00

Third Year Students

Payable at the beginning of the Third Year — $140.00

Tuition	$100.00
Fees	10.00
Graduation Fee	25.00
Health Fee	5.00
	$140.00

Certain additional fees may be necessary for some students:

For those students eligible for
public health nursing affiliation $80.00

For repeating a course:
If a student is permitted to repeat a course,
an additional tuition fee will be charged .....$10.00-$20.00

For re-examination:
If the class standing of a student warrants, opportunity
will be given to repeat a final examination $3.50

Throughout the course, the student will be maintained by the Hospital without charge for board, room, and laundry. Other expenses for clothing, recreation, etc., should be provided for by a personal budget or allowance.

Student's Stipend:
Twelve Months Internship $360.00

Scholarships and Loans. Any student who has been accepted by the School and who needs financial assistance in order to attend may apply for help through a grant-in-aid. All entrance awards are made on the basis of financial need. A student who receives a grant-in-aid will be expected to return this sum if she does not complete the program. Application forms may be requested and sent to the Director of the School of Nursing before May 30.

Each year the School offers a number of $100 scholarships to enrolled students who need financial assistance. An applicant for a scholarship must have been in the School for at least six months and be within more than six months of graduation; she must have a class average of B, must have demonstrated ability in nursing, and must have a record of good school citizenship. In addition to the above scholarships, there are a limited number of grants-in-aid also given to enrolled students on the basis of a satisfactory school record, and need for financial assistance.

There is a loan fund for student nurses, established in memory of Marion Moir West, a graduate of the School in 1889. An application

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for a loan should be made in writing and addressed to the Director of the School of Nursing.

A scholarship fund has been established in memory of Jessie Stewart who was Assistant Director in the School of Nursing.

Evaluation, Advancement, and Graduation. Students advance from year to year as they satisfactorily complete the prescribed course, pass the examinations, demonstrate ability in nursing, and, in the opinion of the Faculty, are personally fitted to assume the responsibilities of the professional nurse. Students who fail in any of the necessary requirements may, at any time during the program, be placed on warning or recommended to withdraw.

The various methods used to evaluate student progress include formal examinations given in classrooms, informal discussion on the wards, and written reports concerning the calibre of the student's work. A Committee on Evaluations report on each student's standing at the end of each six month period in the first year and annually thereafter.

The standard of grading adopted by the School is as follows:

A	excellent	4 quality points
B	good	3 quality points
C	fair	2 quality points
D	low	1 quality point
E	condition	0 quality points
F	failure	0 quality points

The cumulative average of all grades is expressed in quality points which are weighted according to the number of hours in each course. An average of 2 quality points is required for graduation.

Complete grade reports are sent to parents or guardians at least twice during the first year and once a year thereafter. Supplementary intermediate reports are made as appropriate in terms of schedules and progress of individual students. Failure to meet the school standard places a student on warning.

Obtaining a College Degree. Many colleges offering programs in nursing will allow graduates of the School partial credit toward a Bachelor of Science degree. Simmons College, Boston University and Boston College, are the local institutions which offer programs for graduate nurses and give credit for the School diploma.

Residences. The Massachusetts General Hospital has five comfortable residences for the student nurses. The freshman dormitory, purchased in 1959, is about 1 minutes walk from the hospital at 20 Charles Street, overlooking Boston Common and the Public Garden. All of the first year students are housed under one roof in 73 single rooms and 41 double rooms, all with adjoining baths. The unusually commodious general facilities of this converted hotel include a large living room, snack bar, "beaux parlors", library, classrooms and laundry. Thayer House, accommodating 122 students, is situated on the Hospital grounds and is connected with the main buildings by a tunnel. Except for 15 double rooms, all rooms are single. This residence includes a living room, beaux parlors, classrooms and faculty offices, kitchenette and laundry. The roof, which has a handsome view over the Charles River, is equipped with awnings, steamer chairs and hammocks. Walcott House, also conected with the main buildings by tunnel, has 114 single rooms, a large attractive living room equipped with a kitchen, recreation room, two small beaux parlors, classrooms and faculty offices, kitchenette and laundry. Walcott House roof is available for recreational activities. Bartlett Hall, a new residence for 154 third year students and graduates, was opened in 1953, with provision for all the prerequisites of gracious living. The first floor houses the more formal social rooms; the "roof" has a large inside lounge and a large outside porch. On each floor, there is a sitting room with kitchenette and laundry. Bedrooms are arranged in three and four room suites, each with a bath. The Parkman House, a small residence within the hospital grounds, is reserved for affiliating men students.

Guidance Program. The guidance program of the School of Nursing is designed to aid each young woman in achieving the greatest professional and personal success and satisfaction. Although the student group is large, the individual and her progress remain of paramount importance. Each student is assigned a faculty member as her own particular adviser, and in addition to this, the services of a full-time student counselor are available. Through this program the student may find not only an orientation to the new hospital life and systematic guidance in her classroom and ward experience, but also sound and interested counseling in relation to personal and vocational problems. The frequent contacts between the student and her faculty adviser, coordinated with

the activities of the counselor, help to produce student-faculty relationships which are most favorable to positive guidance and better understanding of the student and her particular needs.

Extra Curricular Activities. The faculty of this school, in common with many other educators, believe that school-sponsored activities contribute directly to the student's personal, social, and professional growth. In cooperation with the faculty, students take an active share in plans to establish and maintain happy and constructive relationships in student life.

The official organization of the student body is the Student Nurses Cooperative Association. The Council of the Association meets monthly to plan and report progress on various activities. Mass meetings are held at least four times a year. The program may include, in addition to the usual business meeting, a speaker who brings information of general interest. Within the Association are the Dormitory and the Judiciary Boards, which relate respectively to residence and disciplinary affairs. The Association promotes student participation in District, State, and National Student Organizations.

The Big-Little Sister Program plays an important part in student life. Before entering the School, each freshman receives a letter of welcome from her Big Sister, an advanced student, offering friendship and assistance. A Big-Little Sister Party is truly an event of the new school year in September.

A Tea given by the faculty for freshmen is just the beginning of the cooperative effort to increase student-faculty understanding and relationships. The School actively fosters the Student-Faculty Relationships Committee which is composed of representatives from the two groups. The purpose of this committee is to explore areas of mutual concern. There is also student representation on many of the standing committees within the faculty organization.

Major traditional events throughout the year include "Capping", when students change from the student to the School cap at the beginning of interneship, the Glee Club's debut at the Christmas Candlelight Service, Convocation, the Florence Nightingale Service, Graduation, Inauguration of Student Nurse Cooperative Association officers, publica-

tion of the Yearbook, Holiday and Spring formals. According to the expression of student interest, activities have been and may be expanded to include cultural and social diversions in the Hospital setting and the Boston area.

Religion. The Massachusetts General Hospital School of Nursing is non-sectarian. However, the School does recognize that religion plays an integral part in the lives of many students.

Like other activities, our religious program is built around the needs of the students. The students, themselves, are responsible for the organization and administration of the religious clubs. Each student is encouraged to affiliate with the church of her choice, and church attendance is encouraged.

Many students take an active part in the young people's groups of the local churches as well as the religious club activities of the School.

Vacation and Absence. The nature of hospital work is and always will be such that emergencies may arise which will necessitate deviation from the assigned hours, but the unreasonable number of hours of work and the great amount of housework, often supposed to be required of a student nurse, belong to a past generation. In all first-class hospitals, most of the housework was long ago given over to maids, and in this Hospital much of the other routine work, formerly done by student nurses, is now done by a corps of ward helpers.

During the first six months of the Freshman year, the students are free every Saturday and Sunday. From this time on, the weekly schedule totals 40 hours, including assigned class days.

During the course, twelve weeks of vacation are given at such times as best fit the class program. Freshmen have two weeks vacation at Christmas and two weeks later in the year. Second and third year students have a four week vacation each year.

Students are permitted leave for personal illness according to their ability to make up the required subjects and to meet the requirements

for state registration. Students are not privileged to absent themselves from the School to care for sick relatives or for other personal reasons. Absence is allowed only in extreme cases. When absence, for any reason, results in the loss of more classes than a student can be allowed to make up by extra study, the date of her return and the privilege of proceeding with her class in the School are determined by the faculty. Loss of time for any reason other than illness must be made up.

Health Program and Care of Illness. The School endeavors to establish the social, physical, and emotional environment which will be conducive to the maintenance of physical and mental health. At the same time the student is encouraged to assume responsibility for conserving and promoting her own health.

A member of the medical staff of the hospital and a supervisor on the staff of the School are directly responsible for the care of the health of the students. There is also an active committee on Student Health. This committee includes a member of the visiting staff, a dietitian, a resident physician, the student counselor, a public health nurse, an assistant director of the hospital, a psychiatrist, the Director and any or all of the medical resources of the hospital are available when needed for student health.

The first steps in the health program include a thorough physical examination, an x-ray of the chest, and immunization against common infectious diseases. The hospital maintains a daily morning clinic to which students may report for instruction relative to the establishment of positive health habits or for physical examination and care. Chest x-rays are taken every six months and there is a routine yearly physical examination. Weights are recorded bi-monthly and marked deviations from normal are given the necessary attention. Oral supervision is given in the Dental Clinic. The dietary regime is regulated by graduate dietitians and the menus are planned to assure an adequate and properly balanced diet.

For a reasonable length of time illnesses are cared for in the Hospital without cost to the student. The School cannot assume financial responsibility for extended care of illness that may result from defects or conditions that existed before entrance, or for illnesses of a chronic

nature. As the Hospital can not always admit patients with communicable diseases, students who contract these diseases may be cared for in a local communicable disease hospital. It is generally the policy of the Hospital to pay for that care. Whenever or wherever special nursing is requested, this expense must be borne by the family. The same would be true if a fee were necesary for a blood transfusion or for certain special medications.

Because of the increasing emphasis on the maintenance of health and the prevention of disease, it becomes imperative that the nurse herself be an example of good health.

Instructional Program

In September, 1948, a revised curriculum plan was introduced. Adopted after a long period of study and consideration of various types of programs, it was one of the first of its kind in the country. In this program the three years were divided into two periods. The first, the basic educational period, was twenty-eight months in lengths; the second period of eight months was an educational interneship. During the first twenty-eight months the emphasis was placed on the education of the student. The ward practice during this period was planned to the point of safe learning but not of skill. During the senior experience the students developed the skills requisite to a graduate nurse.

In September, 1957, the plan was revised again. The basic educational period is now two full years and the educational interneship occupies the entire third year.

In her freshman year, the student nurse first begins the study of the sciences, physical, biological, and social. At the end of the first ten weeks she should have acquired a basic core of chemistry, anatomy, and physiology upon which continuing study can be built. In the social sciences there are observations, study, and discussions relating to the community which the hospital serves. The study of human growth and development which helps in understanding of self, patient, and family is begun in psychology.

Next follows the study of the fundamentals of nursing but the sciences, with nutrition, pharmacology, pathology and public health as they apply to nursing continue to be a part of the student nurse's courses.It is hoped that learning which continuously relates to all aspects of the sciences as they apply in learning and giving nursing care may result in the development of ability both to relate and to use these learnings in the actual care of patients as the student progresses.

Learning to care for patients in the Hospital is one of the most interesting phases in the experience of the freshman student nurse. Guided observation with ambulatory patients begins early in the fall in the Clinics and the pediatric playrooms. Experience with patients increases as student nurses acquire readiness for such responsibility, moving from the ambulatory to the mildly ill, to the patients with more acute medical and surgical diseases. This latter experience begins in March as students are assigned to wards where a nurse instructor con-

Note: The School reserves the right to alter any program or policy outlined in this bulletin.

tinues to be available at all times for guidance, for helping in co-ordinating the previous learnings, and for teaching. Both theory and practice are related in every assignment.

During the second year the student nurse is scheduled for a different experience each quarter of the year: obstetric and pediatric nursing which comprise the maternal-child care units, psychiatric nursing, and one quarter which includes clinics, orthopedic nursing, and vacation. During the obstetric and psychiatric nursing quarters the student leaves the home school for affiliation in nearby hospitals. These special hospitals not only offer exceptional learning opportunities, but also give further impetus to the student's growth in ability to adjust to new situations and to people with different needs.

By the end of the second year most course requirements have been met. At this time the student receives the senior cap and is thereafter designated as a nurse interne. The internship, which is set up to assist the student in the further development of her social and judgmental, as well as technical skills, includes culminating experiences in medical and surgical nursing, introduction to operating room nursing, experience on intensive care units to which student nurses are not previously assigned, and co-team leadership experience.

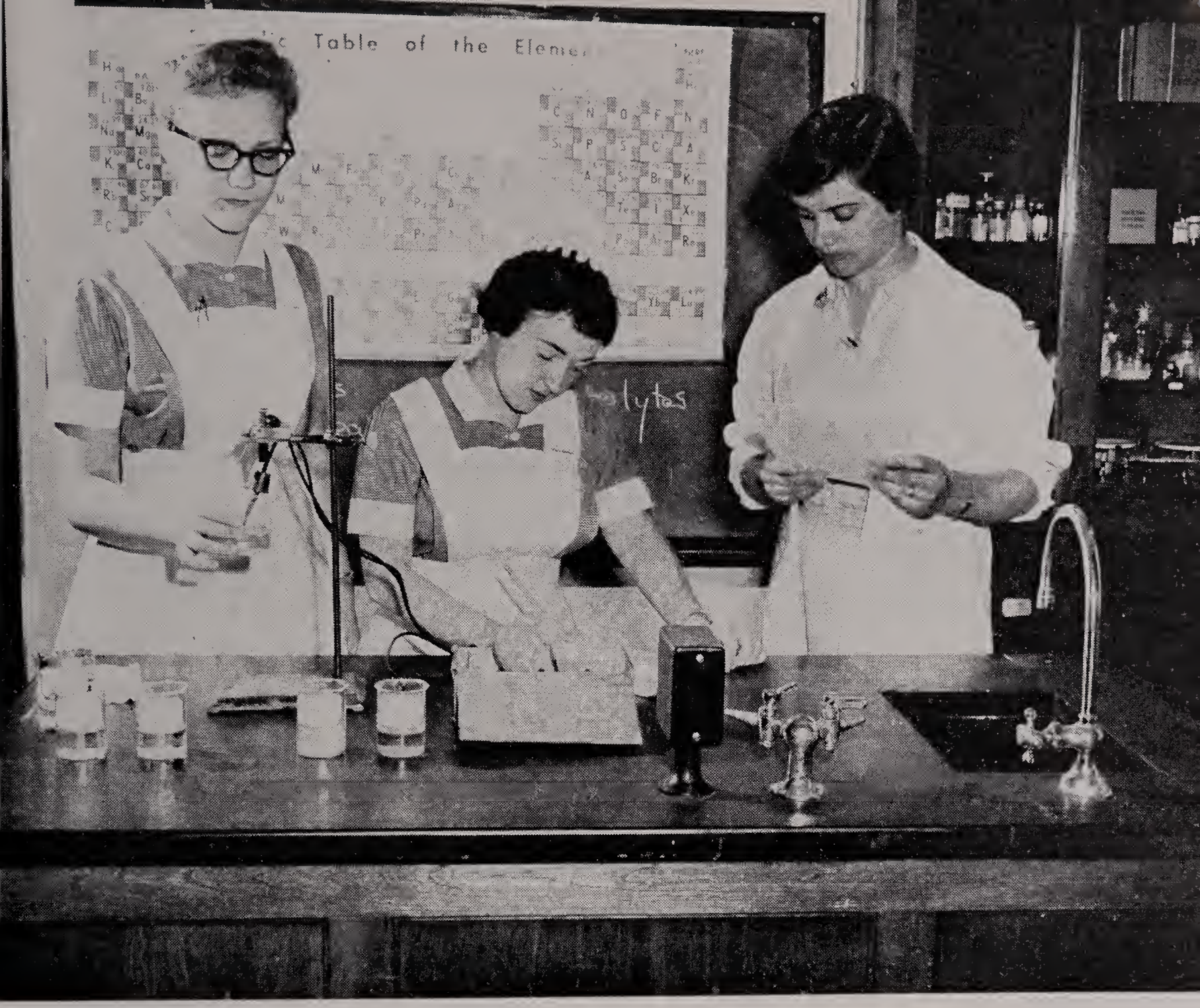
The student nurse interne, similar to the medical intern, receives a stipend in practical recognition of her increased contributions to patient care and to the hospital. This stipend is $30.00 monthly for the interneship year.

Introductory Courses

BIOLOGICAL AND PHYSICAL SCIENCES

ANATOMY AND PHYSIOLOGY. A study of Anatomy and Physiology provides the student with an opportunity to acquire a fundamental knowledge of the principles underlying the organization and function of the human body, and thus forms the basis for understanding nursing and nursing activities. Individual laboratory experience includes animal dissection, microscopic examination, and preparation and techniques of physiological tests. A large portion of this course content is integrated with the teaching of fundamentals of nursing and clinical nursing.
100 hours: lectures, demonstrations, laboratories

Miss Gibbons and assistants



CHEMISTRY A basic course in Inorganic, Organic Chemistry and Biochemistry is planned to provide the foundation for continuing growth in understanding of diagnostic biochemistry and the chemical principles involved in nursing as developed in the clinical courses and in Nursing experience. To this end, inorganic and organic chemistry are taught at the beginning of the first year, and biochemistry is integrated with Physiology, Nutrition, Medical-Surgical Nursing and clinical experience throughout the first year.

66 hours: lectures, laboratories, demonstrations Mrs. Pitt and assistants

MICROBIOLOGY. An introduction to the world of microorganisms. The first part of the course is a series of lectures and demonstrations dealing with classification, physiology and control methods of micro-organisms. The second part, the microbiology laboratory, emphasizes the principles presented in the lectures through experiments, related to nursing, conducted by the student. The last part is a series of lectures given in the second year and correlated with Communicable Disease Nursing; these lectures cover systematically the important pathogens. 45 hours

HEALTH EDUCATION. The content is planned to help the student to understand what is meant by health education; to comprehend the part the nurse plays as a professional person in affording education to the public; to consider her own opportunities for health teaching in her student practice; and to view the contribution which the Hospital makes in the total available health education in the community.

The course begins early in the Freshman year and develops throughout the program as the need for more comprehensive patient teaching arises.

Discussions, demonstrations of adaptations which can be made in the home, and health education programs needed by patients with specific disease conditions are included throughout the first two years of the student program.

16 hours — Mrs. Eckstrom and assistants

FUNDAMENTALS OF NURSING. The aim of this course is to guide the student in the development of understandings, attitudes and skills which serve as a foundation for future courses in nursing of patients with various disease conditions.

Good practices for healthy living are stressed and an individual's basic needs during sickness and hospitalization are considered. Emphasis is placed on means of providing that nursing care which will contribute most to the comfort and health needs of people.

Through her observations, associations, and experiences with patients in the clinics, children's playrooms, and on the adult wards, the student has frequent opportunity to utilize those principles of science, good hygiene, nutrition, and human relationships which she is considering in concurrent classes.

The student learns to work cooperatively with many people concerned with patient care.

The value of keen observation, clear and concise reports, and the need for continuous refinement of skill in assisting with patient care are emphasized throughout this course.

100 hours: lectures, demonstrations, discussions, laboratories, ward periods — Miss Petzold and assistants

SOCIAL SCIENCES

ORIENTATION. This course, Professional Adjustments I is conducted in so far as possible as a discussion group in order to assist the student in early adjustments to her new environment and to professional nursing. The content deals with some of the initial adjustments to the School and the Hospital and to some of the responsibilities of professional nursing with which the student will become involved.

15 hours: lecture and discussion — Miss Sleeper

HUMAN RELATIONS SEMINAR. A seminar for first year students which begins the second week of the school year and continues for 15 weeks. The expressed aims of the course are to learn to understand others by better understanding of self and to learn how to handle problems of personal adjustment which occur on entrance into a nursing school.

20 hours — Dr. Buckley and Dr. Misch

SOCIAL BACKGROUNDS IN NURSING. By excursions, films, records, extensive reading and class discussion this course helps the student become personally acquainted with Boston, so that she may gain some self confidence in this metropolitan community from which so many of her patients come. Through these experiences students also gain insight into significant changes in the American family which drastically affect its members, and into cultural, economic, political, and social factors generally related to health and welfare.

64 hours — Miss Sherwin and Nursing Instructors

PERSONALITY DEVELOPMENT. A study of normal development from infancy through old age, including the physical, emotional, and social aspects with emphasis on the early years. Mechanisms of adjustment are discussed as frequently encountered in situations involving patient, family members, nurse, and other members of the group involved in the care of the patient.

65 hours — Miss Sherwin, Pediatric Instructors

PHARMACOLOGY I. A brief review of basic mathematics is followed by analysis of the specific types of arithmetic problems encountered in nursing. The largest amount of time is devoted to practice in solving problems in solutions and dosage involving drugs and procedures commonly used in nursing practice.

7 hours — Mrs. Pitt and assistants

Clinical Courses

In each of the following courses related content is included from the areas of pathology, nutrition, pharmacology, sanitation, and first aid. Health teaching, psychological, preventive and social and economic factors are stressed in both classes and clinical practice. The nurse, physician, pathologist, nutritionist, physical and occupational therapists, and social service worker participate in the teaching of both formal and ward classes.

MEDICAL-SURGICAL NURSING. This course is presented concurrently with the students' assignment to both medical and surgical areas and the specialties. Its content is designed to help the student develop an understanding and skill in the care of patients with medical-surgical conditions. The etiology, clinical aspects, treatment, rehabilitation, prevention and control of disease are discussed. Emphasis is placed on nursing, considering physical care, emotional support and health teaching. During this experience each student receives a week of guided practice in the recovery room and 2 weeks of patient-centered nutritional experience.

320 hours: theory, clinics, conferences

24 weeks: nursing experience Miss Cote, Miss Taylor and assistants

NUTRITION IN HEALTH AND DISEASE. Study of the principles of normal nutrition and the use of diet in the prevention and treatment of disease occurs with related classes throughout the entire curriculum. Application of this knowledge is made by the student as she evaluates her own and her patients' eating habits. During the Freshman and Junior years each student receives four weeks of guided, patient-centered nutrition experience, during which she plans the meals for her patients. The social, economic and religious backgrounds which affect the food preferences of the patients are considered. Attention is given to the role of the nurse as she uses her knowledge in health teaching.

60 hours: theory

4 weeks applied experience Miss McCormack

ORTHOPEDIC NURSING. During this experience, instruction is provided to help the student understand and apply the basic principles of orthopedic nursing. Special emphasis is placed on the socio-economic, psychological, and educational aspects of the care of the handicapped and on the nurses' role in the rehabilitation program. Each student has experience in the total care of orthopedic patients and observation of the care of patients in the rehabilitation unit, including nursing, physical and social services.

24 hours: theory, clinics, conferences, observations

4 weeks experience

Miss Hamilton

NURSING CARE OF THE AMBULATORY PATIENT: This experience is planned to provide instruction in the nursing care of the ambulatory patient in the clinics. As she learns, the student shares in the care and health teaching of the patients and their families and observes steps taken to promote the continuity of care. Classes in Public Health Nursing and health education are given concurrently to help the student give more comprehensive care to all patients. Both teaching and clinic experiences are enriched by individual observation of the public health nurse in action in a Boston neighborhood for one full day.

20 hours: theory

4 weeks: experience — Mrs. Eckstrom and assistants

EYE, EAR, NOSE AND THROAT NURSING. The principles underlying prevention, treatment, nursing care and rehabilitation are included in all classes pertaining to eye, ear, nose, and throat nursing. Excellent opportunity is provided to learn and to appreciate the psychological and socio-economic significance of blindness and deafness. Observation and practice in caring for children with eye, ear, nose, and throat conditions are planned as part of the course in the nursing care of the child.

During the experience in the care of the ambulatory patient in the clinics, emphasis is placed on the role of the nurse in early detection of hearing and visual defects; prevention of blindness, deafness and loss of speech; knowledge of procedures which ambulatory patients perform in the home and various rehabilitation services available to this group of people.

34 hours: theory, discussion and observation

Mrs. Eckstrom, Miss Cote, Miss Donohue and assistants

PSYCHIATRIC NURSING. Thirteen weeks are devoted to a study of psychiatric nursing through an affiliation at McLean Hospital. The student is prepared for this study through a continuing emphasis on mental health begun in the Freshman year.

This experience is placed early in the student's program in order that the learning acquired here may be applied in the care of all patients. Understanding of the patients emotional needs becomes increasingly important in nursing. The principles and technics of psychiatric nursing, growing skill in understanding and managing the emotionally ill, the emphasis on mental health, the appreciation of the values of occupational therapy and recreational therapy all serve to prepare the student nurse better to meet the psychological needs of patients. Unusual recreational and residence facilities for patients make this affiliating experience at the McLean Hospital in Waverly, a particularly pleasant one.

95 hours: theory; 34 hours, ward clinics and conferences; 13 weeks, practice.

OBSTETRIC NURSING. This instruction and experience is obtained by affiliation at the Boston Lying-In Hospital where courses are given in the basic principles and practices fundamental to obstetric nursing. The program is designed to aid the student in developing a philosophy, and appreciation, and an understanding of the care of the mother and the newborn. Practice includes the techniques of care within the antepartal, intrapartal, postpartal, and neonatal periods. The normal processes are considered first to give a basis for the understanding and recognition of abnormal conditions which may occur during any of the four areas of care. Consideration is given to the socio-economic, psychological, medical, surgical, and health teaching factors pertinent to the well-being of the mother, infant, and family group.
63 hours, theory; 13 weeks, experience.

NURSING CARE OF THE CHILD. This course is designed to correlate theory with practice so that the student learns to understand her role and functions as a nurse in relation to the development of the child and his needs in health and sickness. Emphasis is placed upon the understanding and application of principles introduced and discussed during the first year in the Personality Backgrounds Course. During this experience, students are given an opportunity to care for children with a wide variety of conditions, to participate actively in the pediatric recreational program and to visit specialized institutions for children within the community.

90 hours: theory, clinics and conferences

Miss Donohue and Assistants

COMMUNICABLE DISEASE NURSING. In this classroom course, which is not correlated with the ward practice, the emphasis is placed on the nature of communicable diseases, the present day patterns and control technics. Multiple opportunities for reinforcement of public health content are afforded. Practice in Nursing Care of the Child is concurrent and usually includes some experiences in communicable disease nursing where the fundamental principles of good aseptic technique are applied. No experience is provided in a segregated communicable disease unit but many opportunities are found for experience in the care of patients with communicable diseases in the general medical and surgical nursing assignments.

30 hours, theory — Mrs. Eckstrom and assistants

Interneship Program

During the Interneship, students attend and participate actively in the student nurse interneship conference program — part of which they plan on the basis of their recognized problems and needs. The program units and topics are presented in many ways; problem solving techniques, conferences of both large and small groups, demonstrations, panels and symposia. There is a faculty coordinator and an instructor who works with student nurse internes and their ad hoc committees. They coordinate the program with learnings of the preceding years, and plan the orientation and introduction to the interneship. They also help the nurse internes to identify their problems and areas of greatest need; guide and counsel students in their investigations, reviews and conclusions.

Team Nursing

The unit in team nursing is designed to prepare the student nurse interne to function as an intelligent and capable team leader. The unit includes the objectives, values, and general organizational plans for team nursing in the hospital. Assignment methods, team conference technics, nursing care plans, team membership and leadership roles are emphasized, practiced and evaluated.

5 hours — Mrs. Calogiro

Nurse Interne Seminar

A unit designed on a more advanced level by students and instructor to supplement previous courses and experience in the care of medical and surgical patients. The development of social and judgmental, as well as technical skills, is emphasized.

6 hours — Miss Hardeman, Staff and Visiting Lecturers

The Group Process

The professional nurse is a member of a group and a team; the nurse citizen is a member of a community group. In both capacities, she needs to understand how groups function, what happens when people work together, what factors help or hinder group development, the rapidly changing membership and leadership roles, and action toward a common goal. This unit is designed to help the nurse assume her responsibilities as a member of a group.

12 hours — Professor Trowbridge

HISTORY OF NURSING. Consideration and analysis of some of the trends and attitudes which at various times have affected the care of the sick and the role of those caring for the less fortunate. The course stresses the present concern of various groups with matters of world health. About half the course is devoted to American nursing since 1873, and the development of nursing organizations, their changing purposes, and their achievements.

20 hours — Miss Sherwin

NURSING IN DISASTER. This unit is designed to help the student prepare to function more effectively in a disaster situation. A study of natural and man made disasters permits the student to formulate a philosophy toward disaster nursing which she can accept. She learns gradually to appreciate personal preparedness and survival plans, to analyze and explore complex problems associated with the survival of the injured and non-injured with special emphasis on the basic principles of administration, additional functions, on-the-job training and communications. Values of good clinical judgment, the judicious use of psychological first aid, the fundamentals of medical care and mass casualty care programs are emphasized. A first-aid certificate is a prerequisite.

25 hours — Miss Hardeman, Miss Holleran and Guest Speakers

PROFESSIONAL ADJUSTMENTS II & III. The second and third units of this course are designed to assist the student in her adjustment to the requirements of graduate life and practice. She becomes acquainted with the professional organizations which exist to help the nurse and the society she serves and reviews the contemporary issues confronting the individual nurse and the profession. Class content also includes a study of the vocational opportunities offered to graduate nurses, the facilities for further preparation to meet increasing responsibilities, and the factors which lead to satisfactory adjustments in the various fields of nursing.

21 hours — Miss Sleeper, Miss Lepper, Miss Holleran

Operating Room Nursing

The course in operating room nursing is planned to present the operating room experience as an integral part of the nursing care of the patient. During the first week, the student is provided with an introduction to the physical environment, basic operating room procedures, operating room personnel and their functions. During the rest of the experience, the student is assigned to the operating rooms for guided learning experience in operating room nursing. The three operating room suites provide a wealth of opportunity for the student to integrate, under sound supervision, her knowledge of theory with practice as she assists with various techniques used in the operative care of the patient. The instructors continue group teaching during the remaining seven weeks.

67 hours: clinics, conferences
8 weeks experience

Miss A. Cahill
Miss Ellsworth

Typical Program Plan

	Hour of theory including clinical conferences	Hours of clinical experience observation discussion demonstration practice
INTRODUCTORY COURSES		
*Anatomy and Physiology	100	
Chemistry	66	
*Microbiology	45	
*Health Education	16	
Human Relations Seminar	20	
Orientation	15	
Personality Development	65	
Social Backgrounds in Nursing	64	
**Introductory Nursing	100	
Pharmacology I	7	
CLINICAL COURSES		Weeks of Clinical Experience
Nutrition and Diet therapy	60	4
**Medical-Surgical Nursing (including gynecology & urology)	320	24
Orthopedic Nursing	24	4
Nursing Care of the Ambulatory Patient	20	4
Eye, Ear, Nose and Throat Nursing	34	
Psychiatric Nursing	129	13
Obstetric Nursing	63	13
Nursing Care of the Child	90	13
Communicable Disease Nursing	30	
INTERNESHIP PROGRAM	Hour of Conferences	Weeks of Experience
Team Nursing	5	
Student Nurse Interne Seminar	6	
The Group Process	12	
Nursing in Disaster	25	
History of Nursing	20	
Professional Adjustments II & III	21	
Senior Clinical Practice	21	
Operating Room Nursing	67	8
Assigned Senior Practice in Medical-Surgical Nursing		32

*Included in first and second year courses
**Includes Pharmacology

A TYPICAL ROTATION PLAN for the DIPLOMA STUDENT

FIRST YEAR

	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	JUNE	JULY	AUG.
CLASS	Social Backgrounds Biological and Physical Sciences Human Relations Seminar Personality Development Nutrition, Orientation Fundamentals of Nursing			Vacation - 2 Weeks	Social, Biological and Physical Sciences (Continued)		Medical Surgical Nursing with Integrated Nutrition and Science Content Personality Development		Vacation - 2 Weeks	Medical-Surgical Nursing (Continued) Personality Development (Continued)		
FIELD PRACTICE	Field Trips, Clinic Observations, Participation in Play Activity with Children, and in Meeting Needs of Ambulatory Patients, 3 hours weekly				20 hours Clinical experience weekly		General Medicine 8 weeks includes 2 weeks of Applied Nutrition experience	Gynecology 4 weeks		General Surgery 12 weeks includes 1 week of Recovery Room Experience		

SECOND YEAR

	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	JUNE	JULY	AUG.
CLASS	Pediatric Nursing Communicable Disease Nursing			Obstetrical Nursing			Ambulatory and Eye, Ear, Nose and Throat Nursing	VAC. 4 weeks	Orthopedic Nursing	Psychiatric Nursing		
FIELD PRACTICE	Pediatrics 13 weeks			Obstetrics 13 weeks			The Clinics 4 weeks		Orthopedics 5 weeks	Psychiatry 13 weeks		

THIRD YEAR

	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	JUNE	JULY	AUG.
CLASS	Operating Room Nursing		VAC. 4 weeks	Interne Conferences, History of Nursing Team Nursing Seminar, Group Process, Professional Adjustments, Nursing in Disaster								
FIELD PRACTICE	Operating Room 8 weeks			Practical Interneship Advanced Clinical Practice Including Specialties								

Students

CLASS OF 1960 — SEPTEMBER

Lynda F. Abusamra, Worcester, Mass.
Barbara Amoling, Roslindale, Mass.
Jaanne Atwood, Wareham, Mass.
Mildred Baker, Baltimore, Md.
Rosalie Ballard, Dalton, Mass.
Angela Barile, Norwich, Conn.
Laura Baruffi, E. Boston, Mass.
Rogene W. Baxter, Woodsville, N. H.
Patricia Beasley, Wakefield, Mass.
Lucinda L. Bienkowski, Bangor, Me.
Virginia Blaisdell, Pemaquid, Me.
Anne Bradley, Woonsocket, R. I.
Mary Brambilla, W. Roxbury, Mass.
Dona Bridges, Limerick, Me.
Catherine Bruce, Exeter, N. H.
Sandra C. Callahan, Bristol, Conn.
Patricia Cantwell, Medford, Mass.
Joan H. Clifford, W. Hartford, Conn.
Patricia Coulter, Plainfield, N. J.
Judith Craig, New Britain, Conn.
Lila Crowley, Chelmsford, Mass.
Regina Dalmain, Bristol, Conn.
Elaine D'Entremont, Peabody, Mass.
Carol DiPalma, E. Boston, Mass.
Lorraine E. Dostal, Cambridge, Mass.
Ramona Drinkwater, Camden, Me.
Joanne Ferro, Marlborough, Mass.
Suzanne Fortier, Scarsdale, N. Y.
Patricia Frazier, Quincy, Mass.
Barbara Fuzek, Spring Church, Penna.
Mary C. Glass, Cambridge, Mass.
Barbara L. Goodwin, Dorchester, Mass.
Charlotte T. Gordee, Springfield, Mass.
Mary Gordon, W. Newton, Mass.
Judith H. Grader, Boston, Mass.
Joanne Graf, Guilford, Me.
Caroline S. Greenberg, Newton, Mass.
Gail Greenwood, Beverly, Mass.
Christine Gundal, W. Roxbury, Mass.
Sheila P. Huggan, Allston, Mass.
Carol Johnson, Attleboro, Mass.
Sandra Johnson, Attleboro, Mass.
Katherine Keating, Gloucester, Mass.
Anne Keiran, Roslindale, Mass.
Helen Kent, Cambridge, Mass.
Gayle King, Newport, R. I.
Judith Kingston, Haverhill, Mass.
Maureen P. Kirk, Boston, Mass.
Nancy Larson, Attleboro, Mass.
Ann Leahan, Manomet, Mass.
Elizabeth LeCain, Tuscon, Ariz.
Jacquelyn L'Esperance, Worcester, Mass.
Laretta Lugaresi, Haverhill, Mass.
Helen Lunetta, Medford, Mass.
Louise Lynch, Hyde Park, Mass.
Arlene Maher, W. Hartford, Conn.
Patricia Maher, Wethersfield, Conn.
Joan Masterson, Providence, R. I.
Janice McCormack, W. Newton, Mass.
Janice McGarvey, Stoughton, Mass.
Maureen McKeown, Lynn, Mass.
Judith McNeil, Milwaukie, Ore.
Adrienne Menoche, Taunton, Mass.
Sigrid Miller, Penacook, N. H.
Eileen Mino, Glastonbury, Conn.
Ellen Moncy, Winchester, Mass.

Katherine Morrow, No. Chelmsford, Mass.
Carol B. Muir, Randolph, Mass.
Mary Mulhern, Worcester, Mass.
Martha Nelson, So. Natick, Mass.
Susan Noble, Quincy, Mass.
Barbara Padelford, Fairhaven, Mass.
Mary Quinn, Bristol, Conn.
Letty H. Race, Bath, Me.
Elizabeth Rafferty, Wakefield, Mass.
Roberta Rawson, Hingham, Mass.
Marilyn Ray, Westford, Mass.
Mary Remeschatis, Manitowoc, Wisc.
Jocelyn Rhodes, Philadelphia, Penna.
Kate Rosenfield, Revere, Mass.
Gail J. Russwurm, Somerville, Mass.
Phyllis Ryder, Putney, Vt.
Janice Santos, Newport, R. I.
Mary Schofield, So. Boston, Mass.
Carol Sharp, Pompton Lakes, N. J.
Carol Slack, Teaneck, N. J.
Monalee Smith, W. Brooksville, Me.
Cynthia Story, Pigeon Cove, Mass.
Donna Sweeney, Jamaica Plain, Mass.
Inez Sylvester, Williamstown, Mass.
Judith G. Thompson, No. Quincy, Mass.
Patricia Toas, Centerville, Mass.
Eleanor Tomasian, Worcester, Mass.
Beverly Towle, Portsmouth, R. I.
Nancy Tupper, Chocorua, N. H.
Linda Walker, Whitinsville, Mass.
Muriel Waugh, Woonsocket, R. I.
Faye H. Wener, Boston, Mass.
Nancy Wheaton, Woburn, Mass.
Janice Wood, Hamilton, Mass.
Patricia Woods, Worcester, Mass.

CLASS OF 1961 — SEPTEMBER

Elizabeth Adamski, Northampton, Mass.
Frances Badger, Nahant, Mass.
Nancy Barney, New Bedford, Mass.
Barbara Beers, E. Weymouth, Mass.
Rose Mary Bevacqua, No. Falmouth, Mass.
Kathleen Branna, Reveredge, N. J.
Maeva Buckman, Marion, Mass.
Margaret Cahill, Woburn, Mass.
Deborah Campbell, Stockbridge, Mass.
Nancy Carpenter, Douglas, Mass.
Jean Chin, Brighton, Mass.
Betty Christie, No. Quincy, Mass.
Mary Clarey, Manchester, N. H.
Judith Conway, Westfield, Mass.
Lillian Corea, Provincetown, Mass.
Susan Dagworthy, Cambridge, Mass.
Suszanne Dailey, Bridgeport, Conn.
Annette Desrosiers, Attleboro, Mass.
Marion Dexter, E. Braintree, Mass.
Rose Donahue, Palmer, Mass.
Constance Donovan, Methuen, Mass.
Nancy Doyle, Bath, Me.

Barbara Dygert, Fort Plain, N. Y.
Mary Edwards, Winthrop, Mass.
Carol Eisen, Flushing, N. Y.
Wilma Evans, Lima, Ohio
Joanne Field, Attleboro, Mass.
Kathryn Frutchey, Upper Montclair, N. J.
Bernice Fuller, Jamaica Plain, Mass.
Virginia Fuller, Wareham, Mass.
Louise Gengenbach, Bristol, Conn.
Maureen Grant, Millinocket, Me.
Susan Hambly, Winchester, Mass.
Anne-Marie Hanson, Worcester, Mass.
Mary Hyde, W. Newton, Mass.
Shirley Johnson, Hopedale, Mass.
Virginia Kaczmarek, Dudley, Mass.
Barbara Kane, Bangor, Me.
Penelope Keith, Whitman, Mass.
Anne Kelly, Hardwick, Mass.
Judith Koch, Winthrop, Mass.
Mary Koon, Bangor, Me.
Dorothy Kupfer, DeLand, Florida
Patricia Langlois, Union, N. J.
Cynthia C. Lawrence, W. Hartford, Conn.
Lillian Little, Dorchester, Mass.
Joan Lizotte, Cochituate, Mass.
Eleanor Love, Auburn, Mass.
Ann Lynch, Winthrop, Mass.
Elizabeth Mahoney, Roslindale, Mass.
Elizabeth Marsh, Altoona, Penna.
Elizabeth Matricaria, Ansonia, Conn.
Maureen McGrath, No. Quincy, Mass.
Judith McManus, Newtonville, Mass.
Marilyn McNulty, Randolph, Mass.
Sandra Miller, Feeding Hills, Mass.
Anita Morel, Littleton, Mass.
Carol Morgrage, Waterford, Conn.
Olga Nassar, Windham, N. H.
Phyllis Norris, Lakeville, Mass.
Marlene Norton, Middleton, Mass.
Maureen O'Connell, Brookline, Mass.
Elizabeth Parsons, Keene, N. H.
Elaine Peckham, Middletown, R. I.
Stephanie Pietrowski, Swampscott, Mass.
Constance Potter, Imlaystown, N. J.
Mary Prendible, Jamaica Plain, Mass.
Ann Quink, Ware, Mass.
Janet Ramey, Provincetown, Mass.
Rosemary Rice, Carlisle, Mass.
Judith Robbins, No. Tarrytown, N. Y.
Ruth Roberts, Dorchester, Mass.
Nancy Roller, Williamsport, Penna.
Mary Rooney, Waban, Mass.
Ann Rourke, Putney, Vt.
Helen Salvin, Worcester, Mass.
Marian Saunders, Boston, Mass.
Marjorie Smith, Peabody, Mass.
Phyllis Smith, Brockton, Mass.
Maureen Spellman, Quincy, Mass.
Christine Stockwell, W. Lebanon, N. H.
Jane Sullivan, W. Roxbury, Mass.
Elizabeth Tallent, Taunton, Mass.
Carol Tedford, E. Boston, Mass.
Anne Tilton, Haddonfield, N. J.
Elaine VanLenten, Rochelle Park, N. J.
Sally Ward, Hopedale, Mass.
Linda Wein, Port Chester, N. Y.
Carol Wheeler, Leominster, Mass.
Ann White, Jamaica Plain, Mass.
Sally Wicklund, Newton Highlands, Mass.
Carol Williams, Springfield, Mass.
Jessie Williams, Wrentham, Mass.
Marilyn Williams, Jackson, Miss.
Sandra Witherell, Lewiston, Me.
Beverly Wood, E. Longmeadow, Mass.
Margaret Woodward, Shrewsbury, Mass.
Judith Wright, Lynn, Mass.

CLASS OF 1962 — SEPTEMBER

Anne Adams, Darien, Conn.
Dale Adams, Corinna, Me.
Phyllis Allegretti, White Plains, N. Y.
Phyllis Banks, Chelmsford, Mass.
Roberta Bennett, Boston, Mass.
Sonja Bjorn, W. Springfield, Mass.
Phoebe Bragg, Bangor, Me.
Lee Brewer, Melrose, Mass.
Ann Broadley, Rockport, Mass.
Emile Brown, Ivoryton, Conn.
Gloria Burris, W. Bethel, Me.
Greta Carlquist, Hudson, Mass.
Margaret Carson, Clarksburg, Mass.
Kathleen Casey, Watertown, Mass.
Patricia Caudill, Rochester, N. Y.
Ena Chang, Trinidad, B. W. I.
Bette Chase, W. Hanover, Mass.
Mary Chase, Hamilton, N. Y.
Suzanne Cooney, Wellesley, Mass.
Carol Cooper, Harvard, Mass.
Joan Corbett, Everett, Mass.
Donna Counsil, Arlington, Mass.
Carol Deslauriers, E. Douglas, Mass.
Mary DeVore, Chester, N. J.
Florence Donnee, Waterford, N. J.
Ruth Driscoll, Quincy, Mass.
Tobey Drohan, Beverly, Mass.
Judith Enella, Brookville, Mass.
Anabel Fallon, Dorchester, Mass.
Elaine Farrington, Lowell, Mass.
Nancy Ferrant, Boston, Mass.
Alice Ferro, Marlborough, Mass.
Martha Funaro, New Bedford, Mass.
Marguerite Garrity, Brighton, Mass.
Sheila Gill, Chestnut Hill, Mass.
Janet Gilmore, Belmont, Mass.
Sally Gilpatrick, Lincoln, Me.
Wilma Graham, Stoneham, Mass.
Cornelia Hagerty, W. Roxbury, Mass.
Kathleen Hannon, Hingham, Mass.
Karen Hartman, Hackettstown, N. J.
Karen Hatch, Amesbury, Mass.
Roberta Hemenway, Randolph, Mass.
Judith Hemery, So. Braintree, Mass.
Carol Hilton, Hartsdale, N. Y.
Virginia Hovey, Pittsfield, Mass.
Susan Huk, Nashua, N. H.
Brenda Itchkawich, Hopkinton, R. I.
Dianne Jackman, Whitinsville, Mass.
Barbara Kaminsky, Thompsonville, Conn.
Pauline Kapp, Birmingham, Ala.
Marguerite Keller, Vernon Center, N. Y.
Karen Keto, Maynard, Mass.
Sandra Keyes, Baltimore, Md.
Jayne Kiley, Concord, N. H.
Mary Kokolus, Orefield, Penna.
Luise Kulmus, Brattleboro, Vt.
Mary Lawrence, Rutland, Vt.
Jacqueline Libby, Portland, Me.
Louise MacInnis, Wrentham, Mass.
Cynthia Makela, Lowell, Mass.
Katherine Marag, Dorchester, Mass.
Margaret Marx, Peekskill, N. Y.
Ethel McCoart, Attleboro, Mass.
Mary McCormick, No. Whitefield, Me.
Barbara Mimno, Lexington, Mass.
Mary Morris, Newburyport, Mass.
Janet Mortimer, Auburn, Mass.
Rebecca Norris, Warren, Penna.
Beverly Obremski, Framingham, Mass.
Carol O'Neil, Northampton, Mass.
Margaret Oszajca, Norwood, Mass.
Patricia Parker, Ipswich, Mass.
Martha Phemister, Wellesley, Mass.

Janice Prouty, Furnace, Mass.
Claire Reardon, Dedham, Mass.
Eugenia Riordan, Framingham, Mass.
Sue Sanders, Attleboro, Mass.
Jean Seaman, Cristobal, Canal Zone
Elizabeth Selleck, Exeter, N. H.
Benita Shatz, Lawrence, Mass.
Margaret Spillane, Taunton, Mass.
Linda Stott, Reading, Mass.
Alice Sullivan, Watertown, Mass.
Patricia Sullivan, Dedham, Mass.
Selma Sullivan, New London, Conn.
Koidula Taavoste, Cranford, N. J.
Carolyn Thayer, Rumford, R. I.
Bettina Thomas, W. Hartford, Conn.
Maureen Thomas, Dorchester, Mass.
Diane Thompson, Bellmore, N. Y.
Deborah Tillson, Bedford, Mass.
Margaret Tinney, Braintree, Mass.
Louise Titolo, Milford, Mass.
Vivian Vincentz, Beverly, Mass.
Andrea Viricel, So. Brewer, Me.
Margaret VonColln, Hanover, Mass.
Linda Walker, Whitinsville, Mass.
Hannah Ward, Canton, Mass.
Thelma Wells, Seekonk, Mass.
Beryl Wengerter, Ridgefield Park, N. J.
Carol White, Mattapan, Mass.
Dorothy White, Brattleboro, Vt.
Noel Willard, Wayland, Mass.
Dorothy Willis, Chappaqua, N. Y.
Darrell Wilson, Arlington, Mass.
Edith York, Stoughton, Mass.
Janice O. Young, Clinton, N. Y.
Roberta Zayady, W. Roxbury, Mass.

MASSACHUSETTS GENERAL HOSPITAL
SCHOOL OF NURSING

EXPENSES AS OF SEPTEMBER 1961

First Year

Pre-entrance

Application fee	$10.00
Pre-entrance tests	12.00
Uniforms	74.75
Tuition deposit	50.00
	$146.75

On Entrance

Tuition	$500.00
Uniforms	30.40
Books	52.60
Fees	~~50.00~~ 60.00
Tests	5.00
Key deposit	1.00
	~~$649.00~~

Second Year

Tuition	$350.00
Fees	25.00
Tests	5.00
Books	20.00
Health fee	5.00
	$405.00

Third Year

Tuition	$200.00
Fees	15.00
Graduation fee	25.00
Health fee	5.00
	$245.00

RS:BF
6-14-61

MASSACHUSETTS GENERAL HOSPITAL
SCHOOL OF NURSING

Present Expenses		Expenses as of September, 1963	
First Year			
Pre-entrance			
Application fee	$10.00	Application fee	$10.00
Pre-entrance tests	12.00	Pre-entrance tests	12.00
Uniforms	74.75	Uniforms	80.15
Tuition deposit	50.00	Tuition deposit	50.00
	$146.75		$152.15
On entrance			
Tuition	$500.00	Tuition	$500.00
Uniforms	30.40	Board and Room	480.00
Books	64.14	Uniforms	29.95
Fees	65.00	Books	64.14
Key deposit	1.00	Fees	65.00
	$660.54	Key deposit	1.00
			$1,140.09
Second Year			

Tuition.....	$350.00
Fees	35.00
Books	20.00
	$405.00

Tuition, M.G.H.....	$350.00
" McLean Affiliation ..	75.00
" Boston Lying-in "....	75.00
Books	19.65
Fees	60.00
	$579.65

Third Year

Tuition.....	$200.00
Fees	20.00
Graduation Fee	25.00
	$245.00

Tuition	$200.00
Fees	45.00
Graduation Fee	25.00
	$270.00

RS:BF
3-1-63

EXPENSES AS OF SEPTEMBER 1962

First Year

Pre-entrance

Application fee	$ 10.00
Pre-entrance tests	12.00
Uniforms	74.75
Tuition deposit	50.00
	$146.75

On Entrance

Tuition	$500.00
Uniforms	30.40
Books	64.14
Fees	65.00
Key deposit	1.00
	$660.54

Second Year

Tuition	$350.00
Fees	35.00
Books	20.00
	$405.00

Third Year

Tuition	$200.00
Fees	20.00
Graduation fee	25.00
	$245.00

Massachusetts General Hospital
School of Nursing

ALTERNATE PROGRAM
COURSES AT NORTHEASTERN UNIVERSITY

In addition to the regular course of study, an alternate curriculum plan was instituted in September, 1962 to enrich the program of nursing studies through the introduction of courses in English and Science. The assistance of Northeastern University has been secured to provide instruction in basic sciences, humanities and social studies. It is believed that some students will be stimulated by the opportunity to acquire a broader foundation in the sciences basic to the study of nursing.

Any applicant admitted to the School of Nursing may elect to enroll in the alternate program. The freshman year includes a thirty-five week period during which the student becomes a regular member of the freshman class of the College of Liberal Arts at Northeastern University and a summer session in nursing with correlated experience in the care of patients at the Massachusetts General Hospital. During the period of study at Northeastern University the student may live in the University residence or commute. Beginning with the first year summer session, the student will live at the School of Nursing.

The second and third years provide an opportunity for the student to progress from study with experience in general medical and surgical nursing to obstetric, pediatric and psychiatric nursing, senior experience in comprehensive patient care, and team leadership. Contact with the University is maintained by an evening course during the second year and an elective in the third year.

The alternate diploma program is designed to permit the student to enrich her academic preparation by associating with students in other fields of study at Northeastern University and participating in student activities and social affairs included in campus life. Students electing this program will receive 39 semester hours' credit for instruction at Northeastern University during the first two years which may later be applied toward a degree of Associate in Science or, with further study, toward a degree of Bachelor of Science.

PROGRAM OF STUDY

First Year

At Northeastern University
(September — May)

English Composition and Literature
Anatomy and Physiology
Chemistry
Anthropology and Sociology
Mathematics
Introduction to Nursing

At Massachusetts General Hospital
(June — August)

Foundations of Nursing
Microbiology
Vacation

Second and Third Year

At Massachusetts General Hospital — Correlated instruction and experience in Medical-Surgical Nursing, Obstetric Nursing, Pediatric Nursing, Psychiatric Nursing, Ambulatory Nursing and Operating Room Nursing

At Northeastern University — Second Year — Psychology
Third Year — Elective

FEES

First Year

Application Fee	$ 10.00
At Northeastern University	
Tuition	$1025.00
Chemistry Lab. Deposit	15.00
Books and supplies	$ 65.00- 100.00
Insurance	18.00
Personal expenses	100.00- 200.00
Board and room (if applicable)	840.00
	$2073.00-$2208.00

At Massachusetts General Hospital	
Tuition	$200.00
Uniforms	105.00
Fees (including books)	95.00
	$400.00

Second Year

Tuition at Massachusetts General Hospital	$300.00
Tuition at Northeastern University	88.00
Fees (including books)	35.00
	$423.00

Third Year

Tuition at Massachusetts General Hospital	$200.00
Tuition at Northeastern University	88.00
Fees	60.00
	$348.00

Financial assistance in amounts up to $1,000, based on ability and need, will be made available to students who otherwise might not be able to undertake the study of nursing under this plan.

PROGRAM OF STUDY

First Year

At Northeastern University (September — May)	At Massachusetts General Hospital (June — August)
English Composition and Literature	Foundations of Nursing
Anatomy and Physiology	Microbiology
Chemistry	Vacation
Anthropology and Sociology	
Mathematics	
Introduction to Nursing	

Second and Third Year

At Massachusetts General Hospital — Correlated instruction and experience in Medical-Surgical Nursing, Obstetric Nursing, Pediatric Nursing, Psychiatric Nursing, Ambulatory Nursing and Operating Room Nursing.

At Massachusetts General Hospital — Correlated instruction and experience in Medical-Surgical Nursing, Obstetric Nursing, Pediatric Nursing, Psychiatric Nursing, Ambulatory Nursing and Operating Room Nursing

At Northeastern University — Second Year — Psychology
Third Year — Elective

FEES

First Year

Application Fee ....$	10.00		
At Northeastern University			
Tuition $1025.00		At Massachusetts General Hospital	
Chemistry Lab.		Tuition $200.00	
Deposit	15.00	Uniforms	105.00
Books and		Fees	95.00
supplies $ 65.00-	100.00	(including books)	
Insurance	18.00		
Personal			
expenses 100.00-	200.00		
Board and room			
(if applicable)	840.00		
$2073.00-$2208.00		$400.00	